WASB

WISCONSIN
ASSOCIATION OF
SCHOOL BOARDS

Organizational
Consulting

Stakeholder–Driven
Strategic Planning

Stakeholder-Driven Strategic Planning: Data Organization Analysis

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WASB

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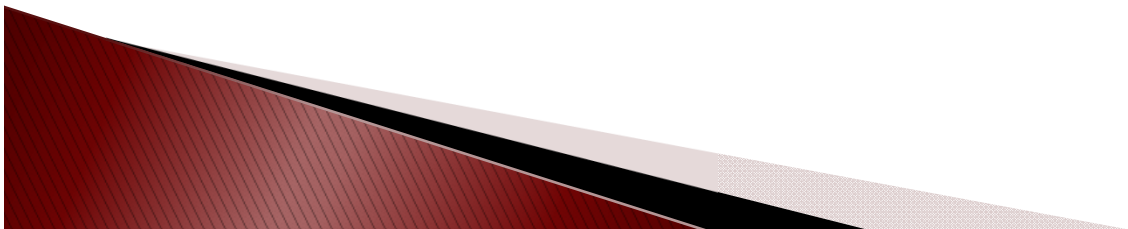SCHOOL BOARDS

Meeting Goals

1. Presentation and review of the survey results
2. Review of the Pareto Analysis
3. Identification of strategic objectives
4. Organize strategic objectives into strategic themes or goals

RESULTS: SITUATIONAL APPRAISAL- ASPIRATIONS

Situational Appraisal: Summary Results

Average   2
Total Point   20
Calculated Value   M

Calculated Value
Range
2.6–3.0   H
2.0–2.5   M
1.9<   L

| Strategic Area	Seriousness H, M, L	Urgency H, M, L	Growth H, M, L
Educational Programming	3 24 H	2 16 M	3 24 H
Positive Student Attitudes	2 20 M	2.8 28 H	2.5 25 M
Community/Business/Parent Connections	2.3 23 M	2.0 20 M	2.7 27 H
Drug Prevention and Safety	3.0 30 H	3.0 30 H	2.7 27 H
Graduation and Achievement Rate	2.8 28 H	1.7 17 L	2.3 23 M
Resources	2.3 23 M	2.1 21 M	2.3 23 M
Workforce Preparation	2.6 26 H	2.4 24 M	2.4 24 M
Quality Educators and Staff	2.9 29 H	2.2 22 M	2.4 24 M
Social/Emotional Wellness	2.5 25 M	2.2 22 M	2.4 24 M

Situational Appraisal: Results

- Seriousness
  - How serious/important is this item?

- Urgency
  - How urgent is this item?

- Growth
  - How well does this item align to our district Mission/Vision/Beliefs? What is the potential for higher student achievement and district advancement?

Analysis

1. Complete the worksheet individually
2. In your groups discuss your responses; clarifying and explaining your sense of importance
3. Come to consensus to develop a group analysis
4. Share the results of your group discussion
5. The results of the group will be compiled for the next meeting

The group work will be collect to create a summary of the evenings work.
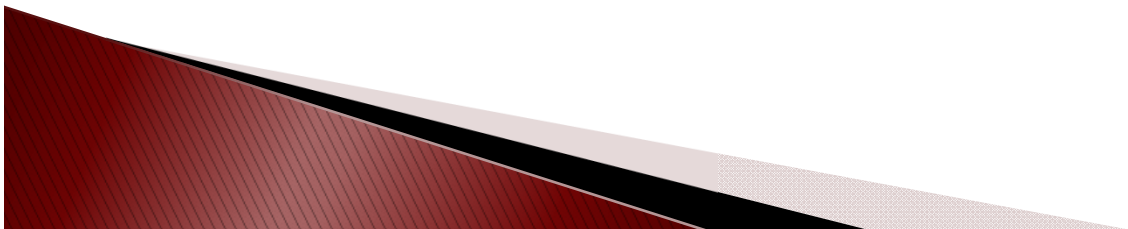
Results

- Life skills and Critical Thinking (38)
- High Quality Education (34)
- Preparation for Post K12 (21)
- Safe Learning Environment (12)
- 100% Graduation Rate (11)
- Community Pride and Connections (10)
- Technology & Internet (5)
- Facilities (2)
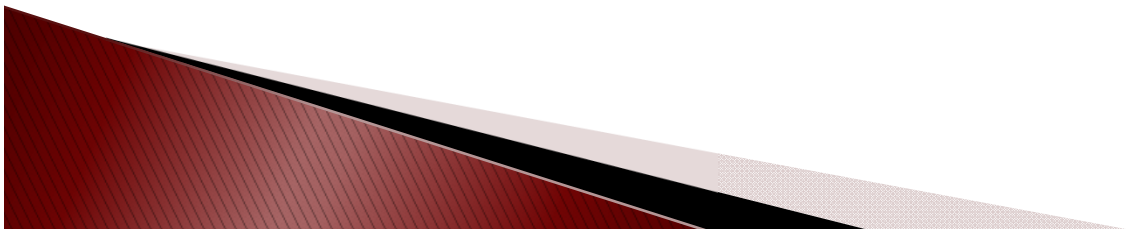
Presentation of the Survey Results

- Review of the survey process
  - Overview by Superintendent Sullivan
- Presentation of the results
  - Al Brown, WASB
- Each Team Member should have:
  - Survey results
  - Pareto Chart for each answers
  - Copy of answers to open-ended questions
 - SOAR documents
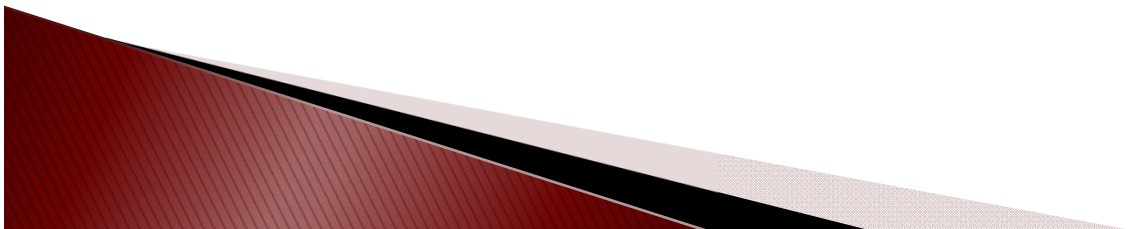
Pareto analysis

From Wikipedia, the free encyclopedia

Pareto analysis is a formal technique useful where many possible courses of action are competing for attention. In essence, the problem-solver estimates the benefit delivered by each action, then selects a number of the most effective actions that deliver a total benefit reasonably close to the maximal possible one.[citation needed]

Pareto analysis is a creative way of looking at causes of problems because it helps stimulate thinking and organize thoughts. However, it can be limited by its exclusion of possibly important problems which may be small initially, but which grow with time. It should be combined with other analytical tools such as failure mode and effects analysis and fault tree analysis for example.[citation needed]

This technique helps to identify the top portion of causes that need to be addressed to resolve the majority of problems. Once the predominant causes are identified, then tools like the Ishikawa diagram or Fish-bone Analysis can be used to identify the root causes of the problems. While it is common to refer to pareto as "80/20" rule, under the assumption that, in all situations, 20% of causes determine 80% of problems, this ratio is merely a convenient rule of thumb and is not nor should it be considered immutable law of nature.

The application of the Pareto analysis in risk management allows management to focus on those risks that have the most impact on the project.[1]

A Pareto analysis in a diagram showing which cause should be addressed first.
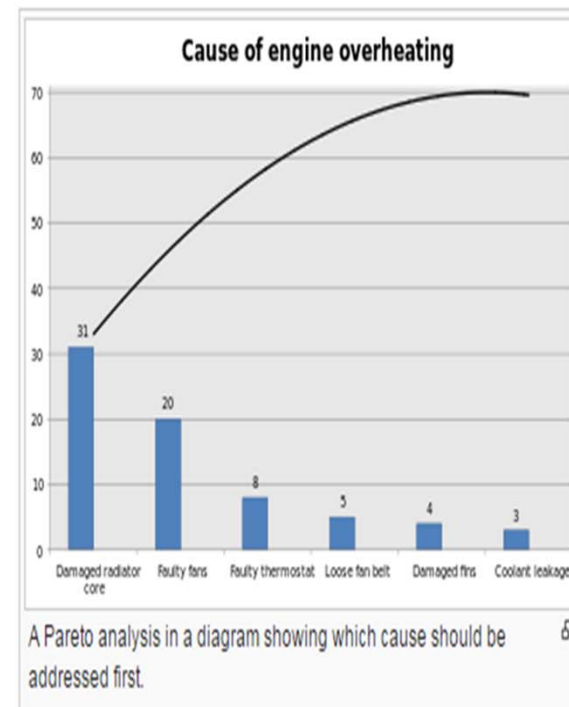
Question 1
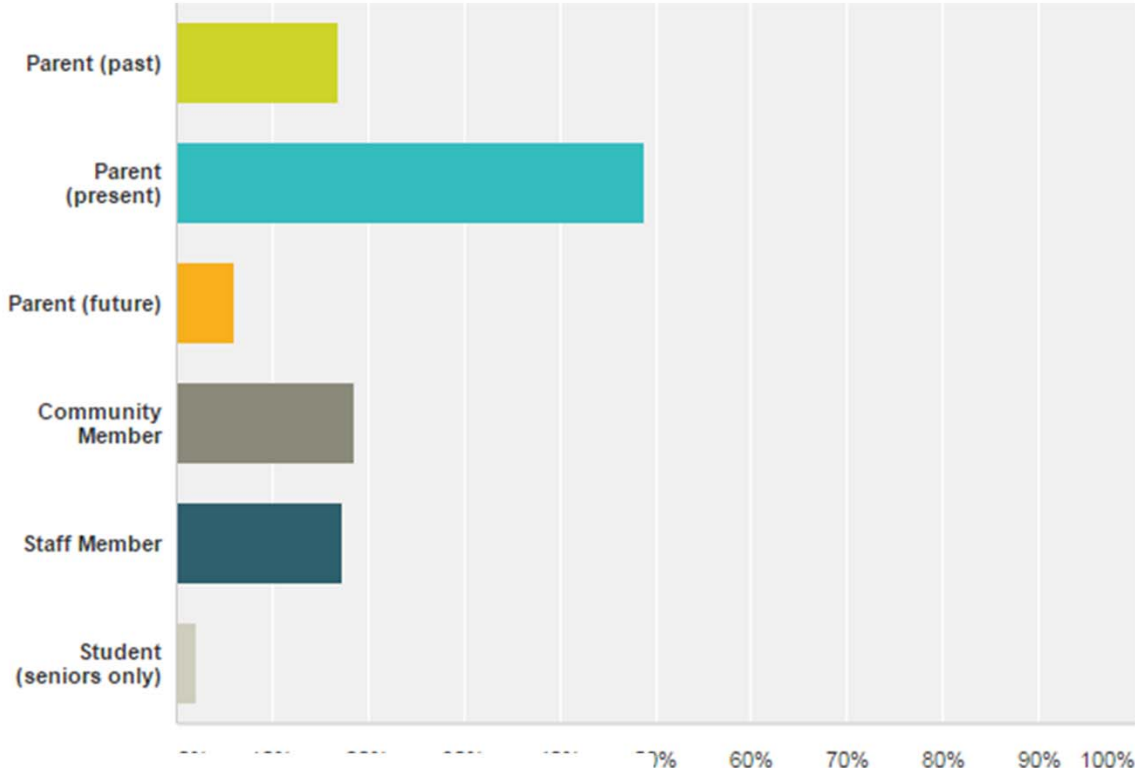
Answer Choices	Responses	
Parent (past)	16.86%	102
Parent (present)	48.76%	295
Parent (future)	5.95%	36
Community Member	18.68%	113
Staff Member	17.36%	105
Student (seniors only)	1.98%	12
Total Respondents: 605		

Category	Value	Percentage	Cumulative Percentage
Hiring and retaining quality educators in and increasingly competitive market	391	14%	14%
Provide a "drug-free" school	306	11%	25%
Meeting the increasing physical, social, and emotional needs of students	273	10%	35%
Keeping up to date with technology hardware, software, applications, and support	262	9%	44%
Providing quality student programs and services with a declining enrollment.	256	9%	53%
Maintaining facilities and grounds	249	9%	62%
The growing outside stressors on families that impact parental support and quality of student work and behavior	233	8%	70%
Meeting the broading academic needs of an increasingly diverse student population.	215	8%	78%
Responding to state and national economic conditions that affect the levels of financial support the district receives	162	6%	84%
Meeting the needs of special education students	156	6%	89%
Meeting the needs of gifted and talented students	128	5%	94%
Continue to exceed state report card expectations	114	4%	98%
Other	59	2%	100%
Total	2804	100%	
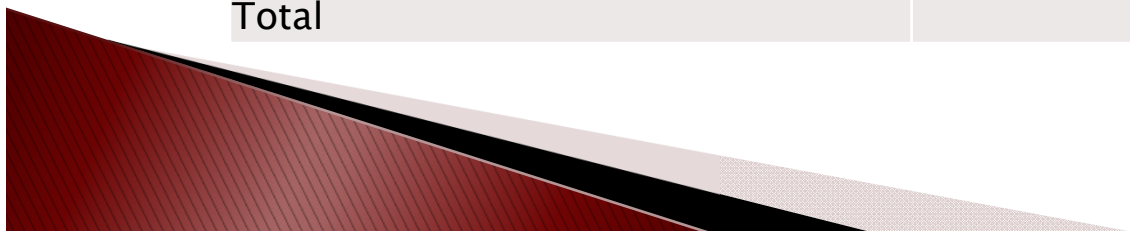
Medford Area Public School District: Question #2 Pareto Chart

Question #2: What are the greatest challenges the Medford Area Public School District has to address over the next five years in order to provide a quality education for all students?
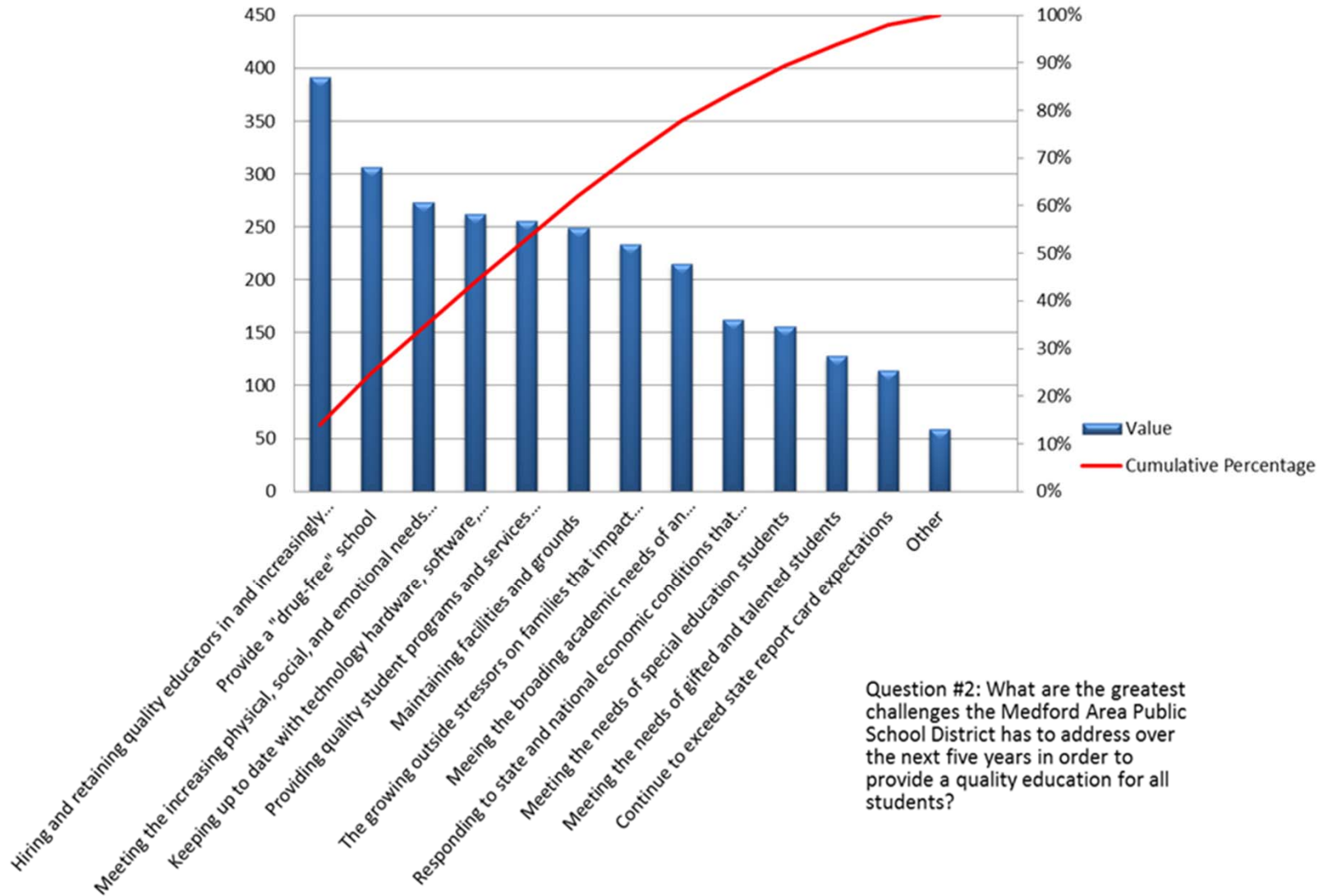
Pareto Chart Data: Question 3			
Category	Value	Percentage	Cumulative Percentage
Proficiecy of the communciation skills of writing, speaking and listening	460	15%	15%
Profieiency of core academics, including reading, mathematics, science and social studies	388	13%	29%
The ability to collaborate and work productively with others and resolve conflicts when they arise	385	13%	42%
The ability to be a creative and critical thinker/problem solver	361	12%	54%
The ability to organize, prioritize, set goals, and manage them	359	12%	66%
Consumer and financial skills	278	9%	75%
The ability to use comptuer technology to extend learning and master subjects	184	6%	81%
The ability to enter career and technical education	170	6%	87%
The ability to locate information and use it appropiately	165	6%	93%
Volunteerism and community service	96	3%	96%
Learn a foreign language	46	2%	97%
Proficency of fine arts	41	1%	99%
Other	36	1%	100%
Total	2969		
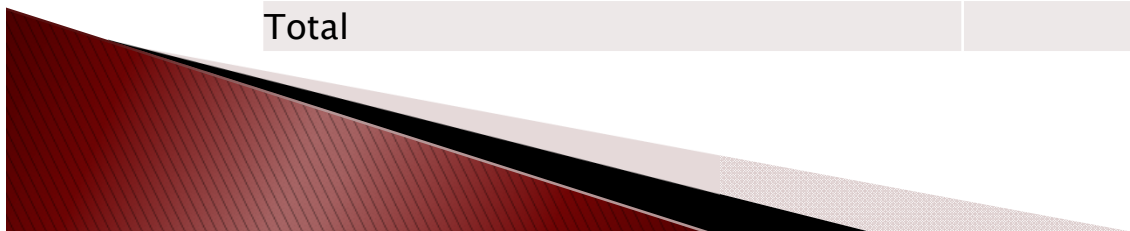
Medford Area Public School District Question #3 Pareto Chart

Value

Cumulative Percentage

Categories (left to right):
- Proficiecy of the communciation skills...
- Profieiency of core academics,...
- The ability to collaborate and work...
- The ability to be a creative and critical...
- The ability to organize, prioritize, set...
- Consumer and financial skills
- The ability to use comptuer technology...
- The ability to enter career and...
- The ability to locate information and...
- Volunteerism and community...
- Learn a foreign language
- Proficency of fine arts
- Other

Question #3: What are the most important skills and abilities students need to know or be able to do to be prepared for a

Pareto Chart Data Question 4

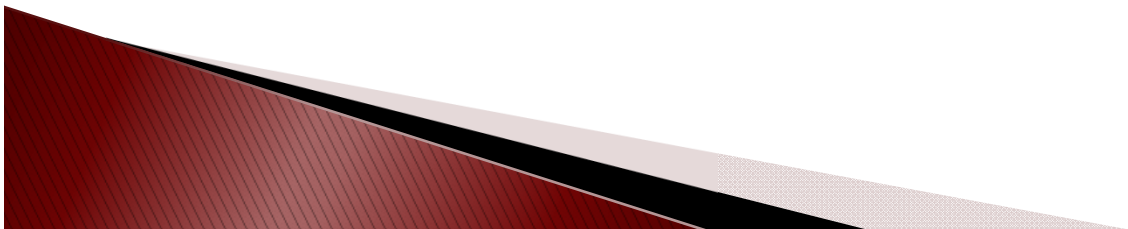| Category	Value	Percentage	Cumulative Percentage
How well the district students perform in high school (graduation rates, attendance, ACT scores, etc.)	326	12%	12%
Graduates are ready to work	295	11%	23%
The number and quality of special programs available to meet student needs	243	9%	31%
State and national test scores	222	8%	39%
The number of students in each class per teacher (class size)	213	8%	47%
Comparisons to the results other school districts achieve	201	7%	54%
What graduates accomplish	195	7%	61%
Number of discipline problems/issues	190	7%	68%
Your perception and satisfaction with district schools	186	7%	75%
Student report cards	183	7%	82%
Amount of community involvement in school and student activities	173	6%	88%
The awards and recognition the district, schools, teachers, or students receive	141	5%	93%
The number of extracurricular (clubs, sports, etc) activities that are offered	92	3%	96%
Social Media & Media coverage about schools and district achievements and recognition	54	2%	98%
Other	45	2%	100%

Medford Area Public School District Question #4 Pareto Chart

Categories (left to right):
- How well the district students perform in high…
- Graduates are ready to work
- The number and quality of special programs…
- State and national test scores
- The number of students in each class per teacher…
- Comparisons to the results other school districts…
- What graduates accomplish
- Number of discipline problems/issues
- Your perception and satisfaction with district schools
- Student report cards
- Amount of community involvement in school and…
- The awards and recognition the district;…
- The number of extracurricular (clubs, sports, etc)…
- Social Media & Media coverage about schools and…
- Other
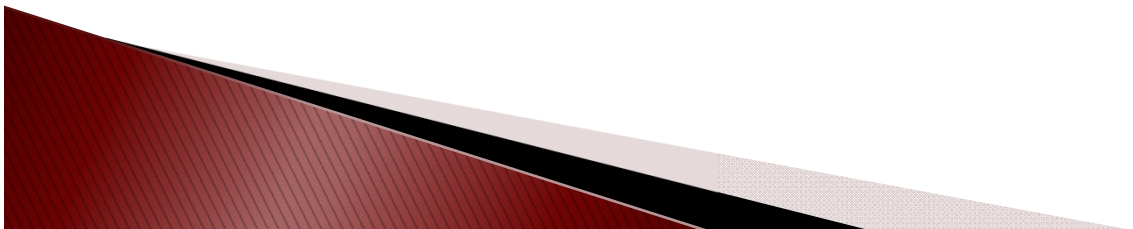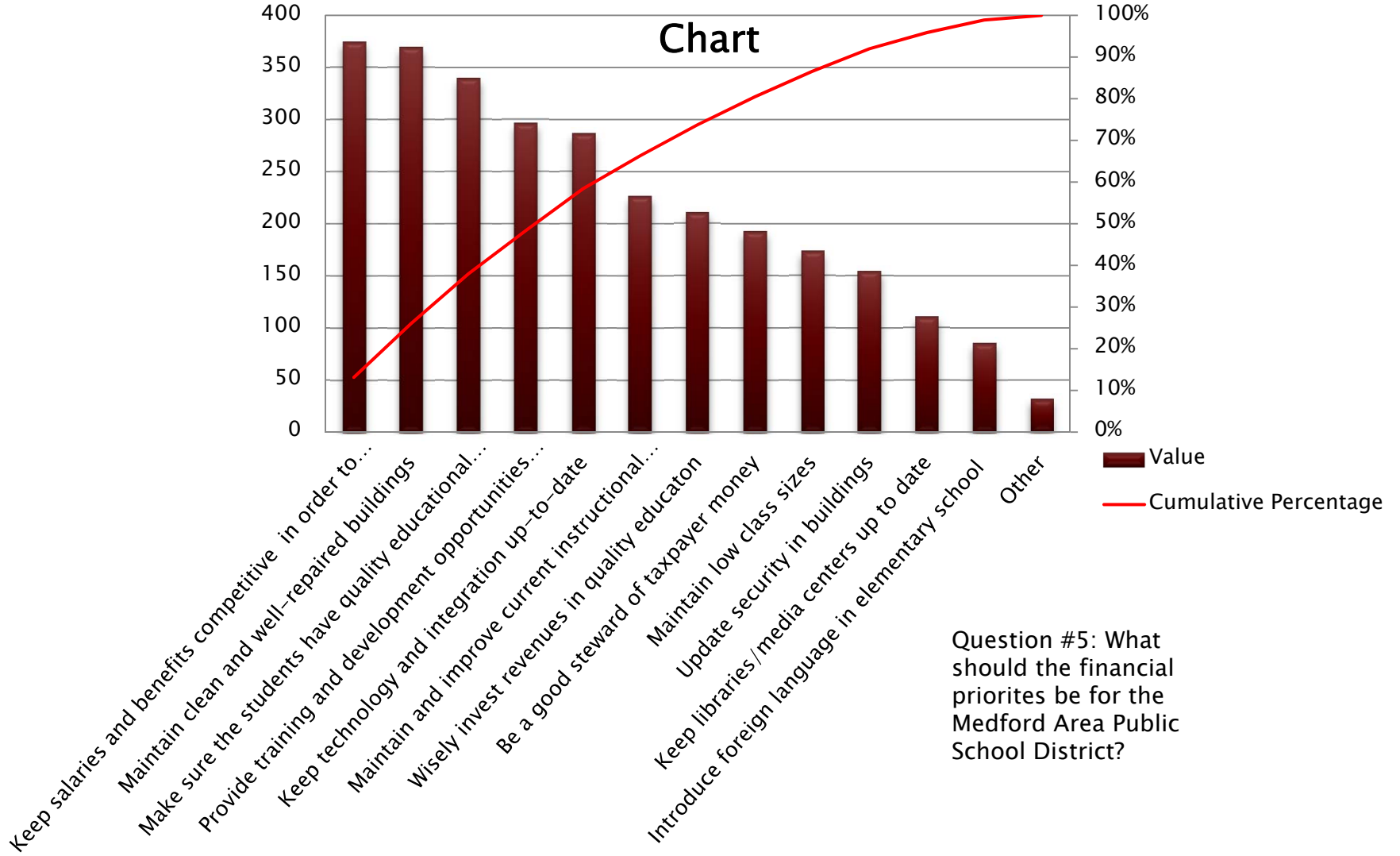
Legend:
- Value
- Cumulative Percentage

Question #4: What evidene do you use to evaluate the quality of education in the Medford Area Public
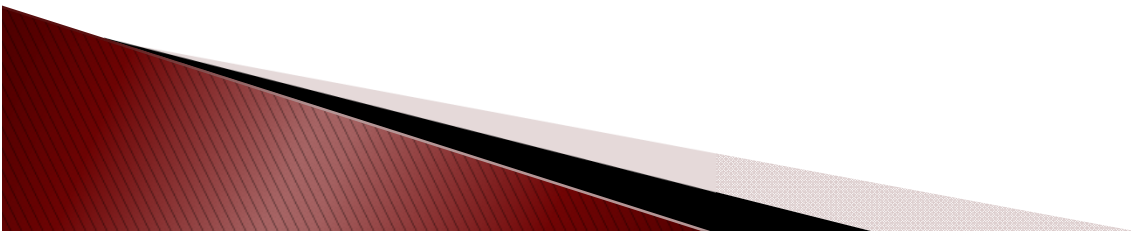
Pareto Chart Data Question #5

Category	Value	Percentage	Cumulative Percentage
Keep salaries and benefits competitive in order to attract and keep quality staff	375	13%	13%
Maintain clean and well-repaired buildings	370	13%	26%
Make sure the students have quality educational and materials in the classroom	340	12%	38%
Provide training and development opportunities to keep staff skilled and competent	297	10%	48%
Keep technology and integration up-to-date	287	10%	58%
Maintain and improve current instructional programs	227	8%	66%
Wisely invest revenues in quality educaton	211	7%	74%
Be a good steward of taxpayer money	193	7%	80%
Maintain low class sizes	174	6%	87%
Update security in buildings	155	5%	92%
Keep libraries/media centers up to date	111	4%	96%
Introduce foreign language in elementary school	86	3%	99%
Other	32	1%	100%

Medford Area Public School District Question #5 Pareto

Chart

Value

Cumulative Percentage

Keep salaries and benefits competitive in order to…
Maintain clean and well-repaired buildings
Make sure the students have quality educational…
Provide training and development opportunities…
Keep technology and integration up-to-date
Maintain and improve current instructional…
Wisely invest revenues in quality educaton
Be a good steward of taxpayer money
Maintain low class sizes
Update security in buildings
Keep libraries/media centers up to date
Introduce foreign language in elementary school
Other

Question #5: What should the financial priorites be for the Medford Area Public School District?

Question #6

Answer Options Response
Count 250

School	22.40%
Teachers	15.20%
Education	14.40%
Community	11.20%
Staff	10%
Children	9.60%
Learning	8.40%
Skills	8%
Decisions	6.40%
Goals	5.60%
Future	4%
Facilities	3.60%
Tax	2.80%
Long Term	2.40%
Class Sizes	2.40%
Maintaining	2.40%
Test	2%
Strategic Planning	1.60%
Average	1.60%
Bigger	1.60%
Field	1.60%
Remember	1.60%
Complex	1.60%
Safety	1.60%
Realistic	1.20%
REAL World	1.20%
Common Core	0.80%
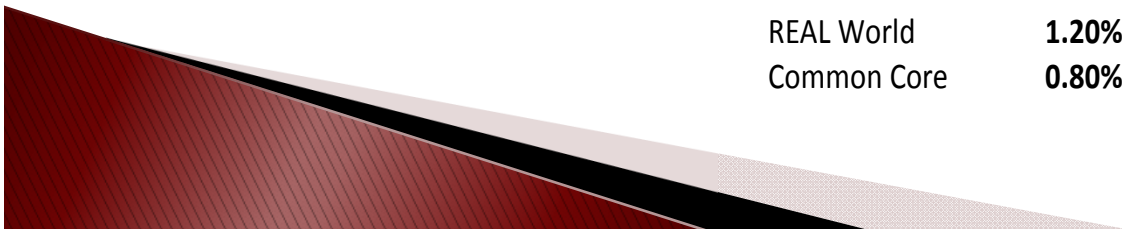
Q6 What information or advice would you give the strategic planning team as they make decisions about long-term priorities and goals?

Answered: 250   Skipped: 358

Long Term REAL World Facilities Safety Goals Remember Skills Bigger Children Strategic Planning Community Maintaining Teachers Class Sizes School Test Education Average Staff Field Learning Complex Decisions Realistic Future Common Core Tax
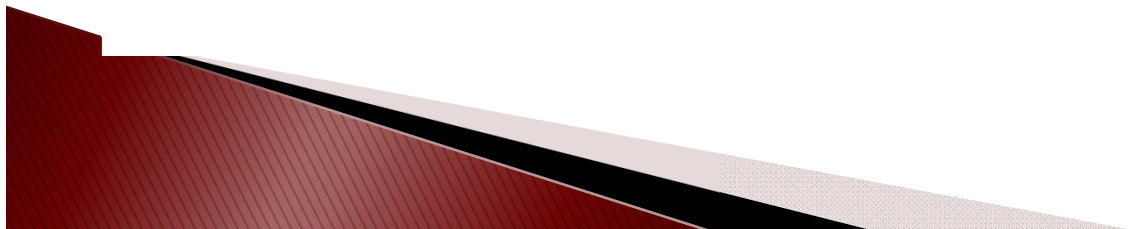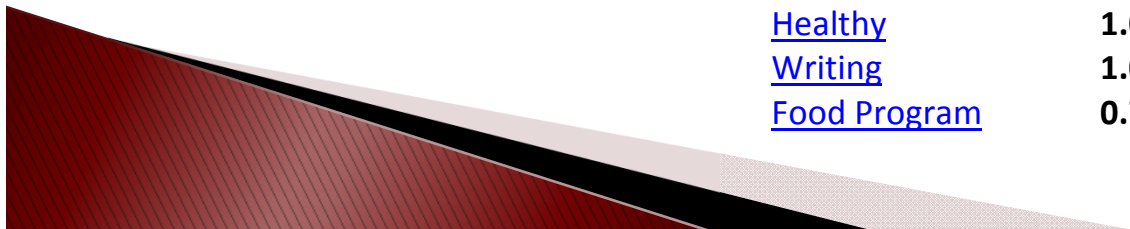
Q7 What could the district do that would delight you?

Text Analysis for Question #7

School	**30.29%**
Students	**25.18%**
Teachers	**14.60%**
Education	**12.04%**
Kids	**10.58%**
Staff	**8.39%**
Sports	**6.20%**
Money	**5.47%**
Parents	**5.47%**
Field	**3.65%**
Arts	**3.28%**
Rid	**2.92%**
Plan	**2.19%**
Involved	**1.82%**
Books	**1.82%**
Reading	**1.82%**
Pool	**1.46%**
Daily	**1.46%**
Grade Levels	**1.09%**
Good Work	**1.09%**
Learning Environment	**1.09%**
Program Better	**1.09%**
Parking	**1.09%**
Healthy	**1.09%**
Writing	**1.09%**
Food Program	**0.73%**

Answer Options Response Count 274

Q7 What could the District do that would delight you?

Answered: 274 Skipped: 334

SOAR: Strengths/Opportunities

Strengths

Educational Programming	(66)
Staff and Personnel	(53)
Parent/Community Support	(48)
Facility	(33)
Fiscal Responsibility	(24)
Leadership	(14)
Safety	(14)
Students and Relationships	(14)

Opportunities

Educational Programing	(122)

- o College Prep (21)
- o Work Release/Mentor/Apprenticeship   (18)
- o General Educational Programming (18)
- o Career and Technical Education (16)
- o Extra/Co-Curricular (16)
- o RVA (14)
- o Adult Ed (6)
- o Special Education (6)

Facilities	(17)
Parents and Community	(13)
Technology	(10)
Community Voice and Pride	(10)
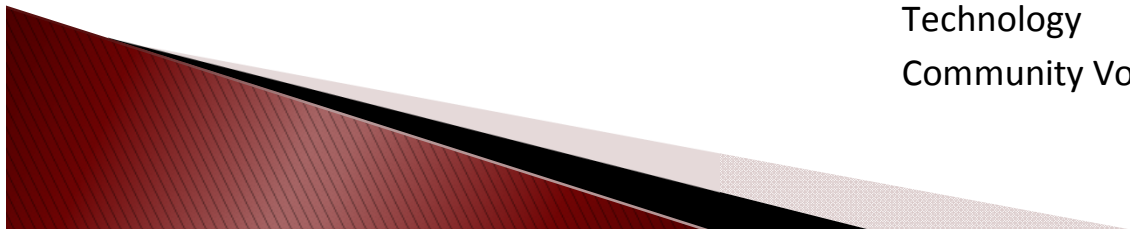
SOAR: Aspirations/Results

Aspirations

Educational Programming	(34)
Positive Student Attitudes	(33)
Community/Business/Parent Connections	(30)
Drugs/Safety	(21)
Graduation/Achievement Rate	(17)
Resources	(16)
Workforce Preparation	(10)
Quality Educators and Staff	(9)
Social/Emotional Wellness	(8)

Results

|	
Lifeskills and Critical Thinking	(38)
High Quality Education	(34)
Preparation for Post K12	(21)
Safe Learning Environment	(12)
100% Graduation Rate	(11)
Community Pride and Connections	(10)
Technology & Internet	(5)
Facilities	
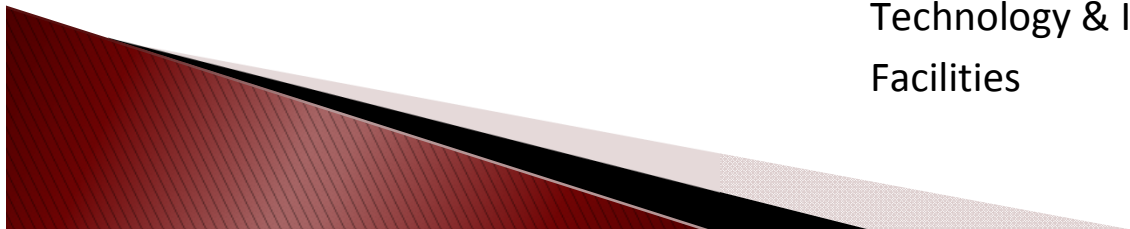
Affinity Process

Affinity Diagram – organize large number of ideas into natural relationships.

- Table groups
- Sticky note pads
- Seating in groups
- Instruction: Each group is to take the survey results and identify outcomes from each of the major elements (based on the Pareto Analysis)
  - One outcome per sticky note
  - Collect all of the Post-it notes and arrange on the wall
- SOAR can also be used to identify outcomes (Aspirations and Results)
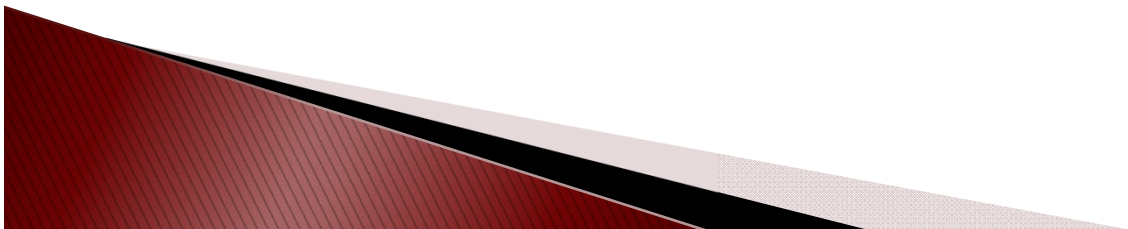
Organize Outcomes into Related Groups

▸ No Talking!!!

▸ Each committee member has the opportunity to organize the Post-it notes into like groups

▸ "Loners" are ok

▸ It is ok to move a note that someone has moved

▸ If a note seems to belong into two groups, make a second note.
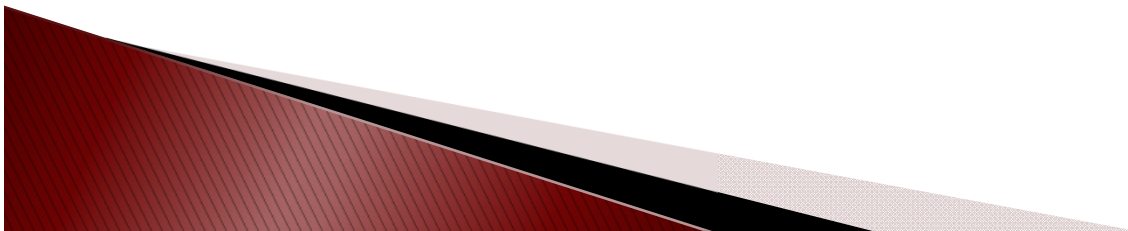
Patterns, Discussion, and Other Moves

▸ Discuss the shape of the chart
  ◦ Surprises
  ◦ Reasons
  ◦ What is the number of groups? Can they be combined or enlarged?
▸ Controversial notes or issues?
▸ Loners
  ◦ Reason
  ◦ Actions
▸ Heading for each group (Themes/Strategies)
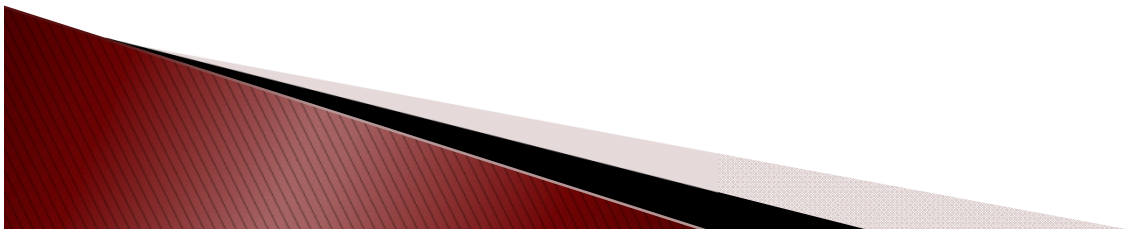
Next Meeting

Strategic Plan for
Personnel Development & Engagement

Chair: Greg Corning
Team Membership:

Defined as:
The School District of Mondovi will utilize best practices to hire, retain, engage, and develop a skilled and talented workforce that will enable the District to achieve its mission.

Goals:
- Explore compensation models.
- Develop a plan to attract and retain staff members (including non-monetary benefits).
- Establish a faculty professional development team.
- Provide training and development opportunities to keep staff skilled and competent in conjunction with the current Educator Effectiveness model.

Past Accomplishments: Communication Council, Compensation Points system, Compensation Plan Schedule, WECAN
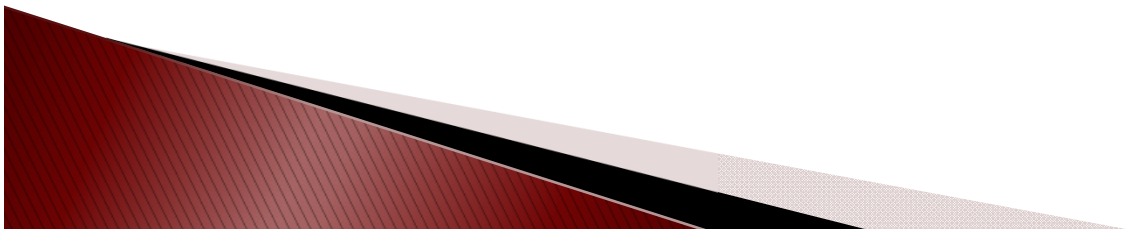
Meeting #4 – Agenda Goals

- Draft strategic plan DATE???
  - Draft plan to be assembled from the findings of tonight's work
- Review of the written responses
  - Are there items that warrant a closer look or a strategic objective? In which strategy does it belong?
- Discussion of the draft strategies and objectives
- Minor modifications and revisions
  - Finalize the plan for board approval